



2015-2016 District Nominee Presentation Form

CERTIFICATIONS

District's Certifications

The signatures of the district superintendent on the next page certify that each of the statements below concerning the district's eligibility and compliance with the following requirements is true and correct to the best of the superintendent's knowledge.

1. The district has been evaluated and selected from among districts within the Nominating Authority's jurisdiction, based on high achievement in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental education.
2. The district is providing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
3. OCR has not issued a violation letter of findings to the school district concluding that the nominated school district has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.
4. The U.S. Department of Justice does not have a pending suit alleging that the school district has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
5. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school district in question; or if there are such findings, the state or school district has corrected, or agreed to correct, the findings.
6. The district meets all applicable federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

U.S. Department of Education Green Ribbon Schools 2015-2016 District Sustainability Award

Name of Superintendent: Dr. Owen A. Roberts
District Name: Alachua County Public Schools
Address: 620 East University Avenue, Gainesville, Florida 32601
Telephone: (352)955-7546

Web site/URL: <http://www.sbac.edu/pages/ACPS> E-mail: <mailto:Supt@gm.sbac.edu>

I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate.

A handwritten signature in blue ink, appearing to read "Owen A. Roberts", written over a horizontal line.

(Superintendent's Signature)

Date: January 6, 2016



Nominating Authority's Certifications

The signature by the Nominating Authority on this page certifies that each of the statements below concerning the district's eligibility and compliance with the following requirements is true and correct to the best of the Authority's knowledge.

1. The district is one of those overseen by the Nominating Authority which is highest achieving in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental education.
2. The district meets all applicable federal civil rights and federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Name of Nominating Agency: Florida Department of Education

Name of Nominating Authority: Commissioner Pam Stewart

I have reviewed the information in this application and certify to the best of my knowledge that the school meets the provisions above.

A handwritten signature in black ink that reads "Pam Stewart".

Date: 1/21/10

(Nominating Authority's Signature)

SUMMARY AND DOCUMENTATION OF NOMINEE'S ACHIEVEMENTS

Provide a coherent summary that describes how your district is representative of your jurisdiction's highest achieving green school efforts. Summarize your strengths and accomplishments, being sure to cover equally all three Pillars. Then, include concrete examples for work in every Pillar and Element. Only districts that document progress in every Pillar and Element can be considered for this award.

SUBMISSION

The nomination package, including the signed certifications and documentation of evaluation in the three Pillars should be converted to a PDF file and emailed to ed.green.ribbon.schools@ed.gov according to the instructions in the Nominee Submission Procedure.

OMB Control Number: 1860-0509

Expiration Date: March 31, 2018

Public Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1860-0509. Public reporting burden for this collection of information is estimated to average 37 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit P.L. 107-110, Sec. 501, Innovative Programs and Parental Choice Provisions. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4536 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1860-0509. Note: Please do not return the completed ED-Green Ribbon Schools application to this address.

Alachua County Public School District Summary

The strategic plan developed by the School Board of Alachua County (SBAC) resulted in the many of the awards and recognitions earned by the district. Alachua County Public Schools (ACPS) was recognized as a finalist (2013/2014) and a Gold District (2014/2015) in the Florida Green Schools District Awards and a Silver Florida Healthy School District (2015-2107). ACPS also achieved EPA 2013 ENERGY STAR Leader and Top Performer District for improving energy efficiency of facilities by more than ten percent compared to the 2006 baseline, in addition to achieving an average ENERGY STAR score of seventy-seven across its schools. Every employee and student in the district is fundamental to the success of conserving energy. The ACPS IT Department monitors and shuts down over 17,000 district computers daily and received EPA ENERGY STAR Low Carbon IT Campaign Recognition. The ACPS Facilities Department is involved in day-to-day maintenance, including BAS operations for the entire district.

ACPS has twenty-one school sites with more than 2 Megawatts of PV installed, ranging from 5kW to 209kW systems. Three of these projects were provided through partnerships with our local utility providers and are "hands-on" learning centers for the students. Eighteen sites are Feed-In-Tariff programs, which provide a substantial income to ACPS from the rental of our roof spaces. A portion of the rental income is earmarked toward funding the North Florida ENERGYWHIZ EXPO event.

In less than twenty years, the full output production from the arrays will be turned over to the district. These projects will support ACPS in attaining the 2007 Energy Independence and Security Act (EISA) goal of 100 percent net-zero buildings by 2050.

Through the solar program, ACPS has implemented the North Florida EnergyWhiz Expo, which features a Junior Solar Sprint Car Competition and a Solar Energy Cook-Off while incorporating the following ACPS goals and objectives:

- To ensure an environment that promotes and fosters up-to-date technology resources for staff and students. The district provided a solar energy kit (purchased from the Florida Solar Energy Center) in conjunction with a one-day workshop about solar energy to every school in the county. This provided training for one teacher from each of our 42 schools to enable access to current instructional technology resources, which met 4B implement technology protocols that ensured equitable distribution of technology resources to all schools while supporting STEM and Florida Standards by having "hands-on" solar training centers accessible in each school.
- To ensure conditions that prioritize family and community stakeholders' engagement and involvement in the educational process and increase the number of adults mentoring students.
- Aid the district increasing "user friendly" technology delivery options that diminish the technology gap among students and their families while providing community stakeholders an opportunity to be involved with students in competition events and assist by sponsoring events.

ACPS has implemented a district-wide STEAM Robotics program. The Board wanted all students to have an opportunity to gain hands-on experience. Multiple hands-on workshops and trainings were held for teachers to attend. Robotics competitions are underway.

ACPS' Camp Crystal Lake School Year Program sends all second grade students to a sixty acre "classroom without walls" to create and encourage environmental awareness. In fifth grade, all students attend overnight campouts on-site to further enhance their understanding of North Central Florida's ecosystems firsthand.

ACPS' award winning Food and Nutrition Services (FNS) Department has twenty-three Farm-to-School Programs underway. HealthierUS School Challenge has awarded ACPS schools two Gold Awards of Distinction and three Bronze Awards. The objectives of ACPS Nutrition Services Department are to serve healthy meals in school cafeterias and improve student nutrition. ACPS provides agriculture, health, and nutrition education opportunities while supporting our local and regional farmers.

ACPS previously recycled paper and cardboard sporadically across district. The upfront cost of implementing the Single Stream Recycling (SSR) program has been offset by the reduction in cost of MSW disposal. These efforts are positively affecting the local community and area landfills. ACPS now has 100 percent recycling capacity in all schools and ACPS ancillary sites. Preliminary data gathering included an eight-site audit of one day's waste, both rural and urban, for elementary, middle and secondary schools in partnership with Alachua County Public Works. The SSR program included purchasing and distributing "green" recycling bins and dumpsters to all forty-two school sites and ancillary sites. District-wide and on-site custodial trainings were held. Milk cartons are also being recycled in almost every elementary school. Middle and secondary schools are challenging during lunch periods due to the amount of students, short lunch periods, and variable eating areas. Alachua County Public Works Waste Department has collaborated with ACPS to provide more on-site, hands-on type trainings when requested by schools. The outcome of the project is to recycle multiple streams of materials into one container, which makes it easier on teachers and staff as well as reduced cost to the district.

Green Ribbon School District Application (2015-2016)

District Name: Alachua

Street Address: 620 East University Avenue

City: Gainesville

State: Florida

Zip: 32601

Website: www.sbac.edu

Facebook page: <http://www.facebook.com/AlachuaCountyPublicSchools>

Superintendent Name: Owen A. Roberts. Ph.D.

Phone Number: 352-955-7546

Superintendent Email Address: Supt@gm.sbac.edu

Lead Applicant Name: Theresa Spurling-Wood, CEM, CIE, GGP, LEED AP

Lead Applicant Email: spurlita@gm.sbac.edu

Phone Number: 352-955-7400 ext 1430

Number of Elementary Schools: 23

Number of Middle Schools: 9

Number of High Schools: 7

Number of Other Schools: 5

Total Sq. Ft.: 4,190,000 conditioned space

Total Students Served: 27,500

How would you describe your district? (X) Urban

Does your district serve 40 percent or more students from disadvantaged households as measured by percent receiving FRPL? (X) Yes

Percent FRPL: 49.44%

Cross-Cutting Question: Participation in green school programs

If your district is participating in a local, state, or national program, such as Florida Green School Awards, EPA ENERGY STAR Portfolio Manager, Eco-Schools, Project Learning Tree or others, which asks you to benchmark progress in some fashion in any or all of the pillars, then indicate the program(s), level(s) achieved, and year(s):

2015-2017 Silver Florida Healthy School District

2015 Gold District Florida Green Schools Awards

2014 President's U.S. DOE Better Buildings Challenge - K-12 Sector

2014 State of Florida Golden School Award for outstanding community involvement

2014 District Finalist- Florida Green Schools Awards

2013 Better Buildings Challenge Partner

2013 EPA Top Performer District

2013 EPA 10% Energy Reduction District

2013 EPA Top Performer Award

2012 High Springs Community School – EPA National Battle of the Buildings 3rd place Water Saver

If your district received any awards for facilities, health or environment, list the award(s) and year(s) below:

2012 Meadowbrook Elementary 4 Green Globes

2011 Westwood Middle School Student Services Building - LEED Silver

2010 Santa Fe High School Science Classroom Building - LEED Silver

2008 Professional Academies Magnet at Loften HS - LEED Silver Building at the time only five school buildings throughout the state have earned certification, and only three have earned silver.

Pillar I: Reduced Environmental Impact and Cost

Describe how your district is reducing environmental impact and costs by reducing or eliminating greenhouse gas emissions. Examples may include energy conservation program, 3R program, non-idling policy, reduced bus idling minutes, purchase of renewal energy credits, alternative transportation, green purchasing, etc.

GOAL 5: To ensure that conditions of the district's infrastructure foster and promote environmental stewardship.

- a. The district will incorporate in all bid proposals, including both new and renovated construction, the requirement of using green building design standards (i.e., LEED certification and/or Green Globe), where fiscally appropriate.
- b. The district will ensure that 100% of all SBAC facilities implement a recycling program.
- c. The district, using baseline date, will reduce energy usage by 10% over a three-year period.
- d. The district will develop a comprehensive facilities plan that includes, but is not limited to, an annual review of facility uses and projections for facility needs and growth.

While implementing School Board of Alachua's strategic plan item #5C of ensuring conditions of the district's infrastructure foster and promote environmental stewardship and reduce energy usage by 10% over a three-year period has presented challenges getting there. We have achieved this goal for many schools across the District, earning an EPA ENERGY STAR Leader Award in 2013 with 10% reduction.

For FY 2014/15 schools consumed 49,594,508 kWh in the 4,194,000 million square feet of conditioned space. Therefore, we consumed an average of 11.82 kWh per square feet. Our average cost per kWh is 15 cents. We are driven to conserve due to our high cost of electricity.

Our average Districtwide EUI from Energy Star is about 47 kbtu/square foot. Individually, schools have reduced their consumption footprints for three or more years in a row. The ENERGY SAVERS annually receive a portion of monetary incentives totaling \$50,000 per year.

One of our overtaking setbacks is Indoor Air Quality issues and the presence of radon in a couple of our buildings. Always first addressing the Health and Safety compliance, sometimes does not fit in with reduced energy consumption measures. We are continuously working on making changes to align Health and Safety with Energy Conservation.

ACPS (IT) Instructional Technology Department has been upgrading and expanding our technology systems to comply with 21st Century school needs via funding through our 1 Mil initiative. This has added additional energy consumption to our District. We are replacing all end of life SMART Boards to Epson Bright Link Projectors. This allows remote shutdown on these systems, as well adding more than 4,000 computers during the time-span of 2013 to 2015. We have also added more than 50 new network controlled printers and copy machines to our buildings. Our policy is to replace existing stock at end of life with Energy Star compliant devices.

Additional technology has slightly added to energy consumption but our ACPS Facilities Department meets the challenge to purchase and install the most cost effective and efficient equipment with the best ROI we can. Aging HVAC equipment has the potential to reduce overall consumption and IAQ greatly while removing CFC's from our schools. Finding funding is the issue for our much-needed upgrades!

Compared to Baseline Year Ending 12/2010 the FY 2014/15, ACPS reduced 5,471.6 Tons of CO2

Implementing School Board of Alachua strategic plan item #5C - Compared to its 2006 baseline, the district currently prevents the emissions of more than 6,900 metric tons of greenhouse gas emissions annually, which is equivalent to the carbon sequestered by more than 177,000 tree seedlings planted and grown for 10 years.

http://www.energystar.gov/index.cfm?fuseaction=partner_list.showLeadersStory&lds_id=4722&o_id=1054097

Partnering with US DOE Better Buildings Challenge Program has provided many free resources and subject matter experts which has assisted with strategic planning models to decrease portfolio-wide source energy use intensity (EUI) as well as increasing our percent improvement compared to our 2010 baseline. Our portfolio consists of more than 40 buildings and 4 million square feet. Since baseline 2010, energy performance improved by 11 percent. "Energy savings is being achieved by a Districtwide behavior modification program with incentive dollars determined by kWh consumption reductions. ACPS has completed multiple lighting retrofit projects and HVAC upgrades at three high schools, piloted a project with Gainesville Regional Utilities, and implemented initial retuning programs at various sites.

<http://www4.eere.energy.gov/challenge/partners/better-buildings/alachua-county-public-schools>

School Bus Idling - pursuant to the Florida Administrative Code, the Board prohibits the unnecessary idling of school buses in the vicinity of students. Further, in accordance with the Environmental Protection Agency's initiative to reduce pollution that is caused by school buses on school property, ACPS requires smart driving practices to reduce the negative effect of diesel exhaust on indoor and outdoor air quality on school campuses.

Conservation Of Natural And Material Resources

The increasing costs of natural energy resources coupled with the need to inhibit pollution mandates implementation of strategies that conserve all forms of energy used and/or ensure proper recycling of reusable materials. ACPS' strives to develop and implement both immediate and long range plans to meet these concerns and expects that the administrative procedures established will be properly observed by all members of the staff and strongly supported both in the educational program and in staff interactions with students.

Hazardous Materials and Waste Management

ACPS has developed and implemented procedures to identify, control the use of, and dispose of regulated and hazardous wastes generated as a result of District activities. Such procedures are aligned with to be in compliance with all U.S. Environmental Protection Agency and Florida Department of Environmental Protection Hazardous Waste Regulations.

Amount of kWh saved:

(Provide baseline data from up to three years prior)

- 4,000,000

Total value of the savings (in US\$):

(Provide baseline data from up to three years prior)

- Hard to determine with multiple electrical rate increases, but has been reduced significantly.

Total value of savings adjusted per student (e.g. calculated by COFTE):

(Provide baseline data from up to three years prior)

Hard to determine with multiple electrical rate increases, but has been reduced significantly.

COFTE - Cost of Full Time Equivalent

- 2010/2011 24,498.11 \$333.90 \$316.15
- 2011/2012 24,205.87 \$320.96 \$307.65
- 2012/2013 24,531.62 \$294.67 \$283.54
- 2013/2014 24,846.00 \$310.32 \$295.10

Describe how your district is improving water quality, efficiency and conservation. Examples may include decrease in domestic water use, irrigation water use, reduction of storm water run-off, native landscaping, rain water cisterns and/or rain barrels.

Our ACPS water conservation program is currently under construction in collaboration with Alachua County Department of Environmental Protection. They have provided extensive program data and have assembled some unique models for students and community members to understand the connection between our schools environmental impact and our unique springs and aquifer system.

The following programs are very instrumental to promote water conservation projects to our schools and teachers.

Save Our Springs! Discover the importance of groundwater in the water cycle, how our usage affects its availability for springs ecosystems as well as for our own use, and some easy ways to conserve water and take responsibility for making sure there's plenty left for our precious springs. Hands-on demonstrations will help participants visualize the actual amount of water one uses in a day.

Rainwater Journey Where Does The Rain Go? Explore the water cycle and the importance of clean water to aquatic creatures. Follow the path of water from clouds to streets to storm drains to creeks to the aquifer, and to our faucets! Students observe behaviors that affect water quality, and problem solve for behaviors to protect creek ecosystems.

Rain Down the Drain: Using a tabletop watershed model, students learn what a watershed is, why they are important, and follow the path of water from clouds to streets to storm drains to creeks and lakes. They will learn how different behaviors impact water quality, about non-point source pollution, and what behaviors protect creeks and the aquifer.

We have participated in the EPA's Battle of the Buildings Challenge and have made significant changes in our irrigation uses and implemented a program to replace high volume water spray nozzles to (\$7500 donation) low flow type in kitchens throughout district in partnership with our local utility.

2012 EPA Battle of the Buildings Competition

RECOGNITION: #3 top water use reduction

High Springs Community School started with the basics by looking for possible leaks. Green Club pitched in and helped survey campus for opportunities. They succeeded in finding and repairing leaks, including a chronic leak. District facilities personnel also installed water-saving flush valves on toilets and faucets throughout the school. Building-level administration rescheduled automatic irrigation to halt overwatering. Spearheaded by Ms. Weaver, along with several other middle-grade teachers, the team at High Springs Community School also worked actively to get students and the community involved. Green Club and Future Farmers of America Club members educated students and sponsored activities that addressed valuing water as a resource. Five students competed in the Water Tower Engineering Competition, which was sponsored by a local regional utility company and 250 students visited the water exhibit at the University of Florida's Natural History Museum. Students in grades 4-8 read *A Long Walk to Water*, a book written by Linda Sue Parks that details how children in Africa walk for water and must give up school and other activities to walk for up to 6 hours a day to learn that water is a precious resource. This project was funded through grants from the Alachua County Public Schools Foundation, Ice River Springs, the schools' Advisory council, and the local Rotary Club.

To help bring their studies to life, the school held a Long Walk to Water service project, which included approximately 350 students who volunteered to raise money for a well in a third-world country. Altogether, the students successfully raised \$2,200 toward wells for the Rotary International Project.

http://www.sbac.edu/files/4PBx2_/336bebb6cf056fe13745a49013852ec4/2012_NBCReport.pdf

Amount of gallons saved:

(Provide baseline data from up to three years prior)

- 3,000,000

Total value of cost savings:

(Provide baseline data from up to three years prior)

- \$13,400

Describe how your district is reducing waste production. Examples may include green purchasing, using post-consumer material office paper; reusable lunch trays; hands-free dryers; composting; 3R programs; reduced number of garbage dumpsters, green cleaning products, e-newsletter, ecologically beneficial uses of grounds; and methods of disposal for solid and hazardous wastes.

School Chemical Cleanout Campaign (SC3)

Alachua County Public Schools partnered with Alachua County Department of Environmental Protection for a Countywide Chemical Cleanout campaign to clean out chemicals from schools and to assist in managing facility-wide clean school programs.

1. Removed excess, unused, deteriorated or out-of-date chemicals from schools.
2. Identified the potentially dangerous chemicals that should not be present or used.
3. Ensured all chemicals are managed properly in school laboratories and storage areas.
4. Removals of all mercury compounds and mercury-containing equipment for proper disposal or recycling.
5. Guided instructors on proper purchasing, handling, storage and disposal of laboratory chemicals in a cost efficient manner.
6. Compliance with all local, state and federal requirements.

Visit Florida's SC3 web site:

<http://www.dep.state.fl.us/waste/categories/hazardous/pages/schoolchemicals.htm> to find out more about cleaning out excess, legacy, unused, and improperly stored chemicals, as well as measures to prevent problems with chemicals in schools. This site also provides helpful information on how to inventory and properly dispose of legacy chemicals in Florida schools.

Pest and Vegetation Control

The District complies with the U.S. Environmental Protection Agency's Integrated Pest Management (IPM) in Schools procedures and regulations pertaining to the application of herbicides and chemicals to control vegetation. All persons applying pesticides or herbicides on Board property shall hold appropriate State certification.

Amount of waste production saved (calculated in cubic yards):

(Provide baseline data from up to three years prior)

- 36,995

Total value of cost savings:

(Provide baseline data from up to three years prior)

- \$150,000

Recycling Rate (percentage):

(Provide baseline data from up to three years prior)

- 43

Describe how your district is using alternative transportation. Examples may include compact natural gas busses, hybrid vehicles, carpool program, parking designated for fuel efficient vehicles, percentage of student and staff walk/bike to and from school.

School Bus Fleet Information. - Non-Idling policy District-wide

FY 2014/15 ACPS Replaced five percent of fleet with new (10) LP gas buses and five new diesel buses.

Fleet has been upgrading as much as financial possible. Fleet is 2001 or newer except for spare/backup buses.

Reduction of fuel cost (percentage):

(Provide baseline data from up to three years prior)

- 10%

Pillar II: Improve the Health and Wellness of Students and Staff

Describe how your district improves the health and wellness of students and staff by implementing a school environmental health program. Include integrated pest management, contaminant controls and ventilation, asthma controls, indoor air quality, moisture control, and chemical management. List the number of schools that have earned the Florida Asthma Friendly School Award.

ACPS district currently has forty-two (42) public schools. A licensed nurse serves each school during school hours. In addition, ACPS' has implemented a Dental Sealant program to aid in protecting student's teeth in partnership with North Florida United Way.

School Health Services Program provides the following services for our students:

- Health appraisals, counseling, and referrals as needed
- Vision and hearing screenings
- Growth and development screenings
- Scoliosis screenings (6th Grade)
- Nursing assessments
- Record reviews
- Preventive dental program / dental screenings
- Nutrition assessments
- Emergency first aid
- Health consultation with guardians and health providers.

ACPS has a parental consent FLUMIST program for our students. Staff can get free Flu and/or Pneumonia shots at the Annual Health Fair or at specified sites. FluMist is an influenza vaccine that is a gentle mist sprayed into the nose and protects against four different types of flu. All students are annually offered the FluMist nasal spray vaccine at NO COST TO THEIR FAMILIES! Vaccinating school children can stop the spread of flu infections, creating "Community Immunity." This unique program reaches more than 60% of our students.

ACPS will continue replacing HVAC systems as needed to comply with new EPA refrigerant R410 guidelines vs. R22, and replace and streamline Building Automation Systems (BAS). Contingent upon increased capital outlay funding. See EPA guidelines and Montreal Protocol. ACPS will continue to replace/upgrade/install Building Automation System/Energy Management Systems to further reduce energy consumption.

ACPS opened our newest school, Meadowbrook Elementary, 95,000sq ft., which is rated with 4 Green Globes in August of 2012. The District is still using less kWh of energy overall district wide since before it opened.

Indoor Environmental Air Quality (IEAQ)

A. The Board recognizes that excessive moisture levels within the schools can lead to conditions that are optimum for the development of biological contaminants, such as mold and fungi on building surfaces. The Board further recognizes that the presence of these contaminants can be harmful on contact with respiratory tissue.

1. Roof leaks;
2. Structural defects in the building;
3. Improperly controlled humidity levels; and
4. Faulty HVAC systems.

B. The Superintendent reports to the Florida Department of Health the results of initial measurements on the level of indoor radon in all District school buildings and any facility housing students in kindergarten through grade 12. Procedures for determining the level of indoor radon conforms to measurement procedures established by the Florida Department of Health. Repeated measurements on the level of indoor radon is performed and reported to the Florida Department of Health at five year intervals subsequent to the initial measurement.

C. As preventive measures, the District does the following:

1. Addresses prevention of water intrusion as a priority IEAQ issue and implements strategies toward its elimination;
2. Maintains environmental conditions in occupied areas that are in compliance with applicable regulations and strives to conform to consensus industry standards;
3. Implements a preventative maintenance program for HVAC systems which includes, but not limited to, periodic filter replacement, inspection, cleaning and disinfecting processes, and procedures to eliminate the contribution to indoor air quality problems caused by this equipment; and
4. Implements a system for insuring materials used and purchased for use in the construction, furnishing, and maintenance, including cleaning of facilities, does contribute to health hazards to employees and students by degrading the quality of indoor air. In addition, activities that create indoor air quality health hazards shall not be permitted. In addition, the Superintendent shall develop administrative procedures for the proper monitoring of IEAQ and for the development of mitigation plans when, and if, problems with IEAQ are identified.

Describe policies, practices and procedures your district has in place to support the Coordinated School Health approach. Examples may include completed Florida Healthy School District Assessment and/or recognition, innovative district Wellness, physical education, and bullying prevention policies.

Received recognition as a Florida Healthy School District at the Silver level: Award designation period: 2015-2017

Bullying Prevention: The district has a goal to decrease referrals for fighting and bullying 10% by 2016. The effectiveness of the planned intervention is monitored and reviewed using the principles of the Rtl model and the Anti-Bullying program.

With regard to nutrition education, the District : includes nutrition education in the health curriculum so that instruction is sequential and standards-based and provides students with the knowledge, attitudes, and skills necessary to lead healthy lives; includes nutrition education in enjoyable and developmentally appropriate activities integrated throughout the school year. The district has 23 Farm to School Programs where they receive fresh produce from local farmers or from our Lofton HS "Growing Educational" Training Hydroponic program.

Food and Nutrition Services: extends nutrition education beyond the classroom by engaging and involving the school's food service staff and by using the school uses cafeteria as a "learning lab" allowing students to apply the knowledge, attitudes, and skills taught in the classroom when making choices at mealtime; extends nutrition education beyond the school by engaging and involving families and the community; promotes nutrition education standards and benchmarks through a variety of media; informs all staff and provides appropriate training to selected staff in the best practices of nutrition education; provides \$300 per season for equipment and supplies for gardens contributing produce; farm to school materials; advice and support through school garden training and a program aide always available to visit site; safety training. Partners with: Extended Day Enrichment Program EDEP provides funding, location and garden coordinator, UF/IFAS Extension Family Nutrition Program FNP, Florida Organic Growers FOG, Alachua County Extension.

The Farm to School to Work Hub

The Alachua County Farm to School to Work Hub is a place where students can learn about the food system by experiencing it. A joint venture between the Food and Nutrition Department (FNS) and the Exceptional Student Education Department (ESE) of the Alachua County Public Schools, the Hub has grown into a school lunch machine, producing over 150 heads of lettuce each week for use in school salads, aggregating and packaging produce from local farms for school lunches district-wide, and operating a school garden demonstration area where students and teachers can learn to grow food for the lunchroom in their own school gardens. The Farm to School to Work Hub is working, and students are receiving valuable training in horticulture, food production, food safety, and nutrition while impacting the local food system they are learning about. The amazing progress of the program is a result of an outpouring of community support. Forage Farm and the Family Nutrition Program at the University of Florida's Institute of Food and Agriculture Sciences were involved from the very beginning of the project and have been vital partners to its success. In addition, numerous other community supporters and donors have contributed money, equipment, and expertise that the project would not have been able to move forward without. This is a fruitful collaboration that mirrors the diversity and unity found in healthy food systems. The fruit is our students, growing healthy and preparing for the future.

Farm to School Programs: 23 of Alachua County Schools receive fresh produce from local farmers or from our Loften High School "Growing Educational" Training Hydroponic program.

With regard to physical activity, the District: provides a physical education curriculum that is aligned with the State and National standards (NASPE), inclusive, and sequentially planned in order to teach the knowledge, skills, and attitudes necessary to live an active, healthy lifestyle; provides 150 minutes of physical education per week for kindergarten through grade 5 and encourage 225 minutes each week for grades 6 through 8; provides physical activity in elementary schools for fifteen (15) - thirty (30) minutes on the days when physical education is not scheduled; offers opportunities in grades 6 - 12 for extra-curricular activities and intramural programs that emphasize physical activities; encourages moderate to vigorous daily physical activity in grades K-12 beyond the school day; provides families with information to encourage and assist them in their efforts to incorporate physical activity into their children's daily lives; encourages the establishment of community and business partnerships to institute programs that support physical activity programs.

With regard to other school-based activities, the District: established Wellness Committees at each school, that coordinates physical activity, nutrition, and other aspects of student/staff wellness with members to include: parents; students; teachers; school nurse; physical education/health teachers; career service representative; food service representatives; and administrators. The Wellness Policy encourages staff to improve their own personal health and wellness and to help them to promote student wellness; communicates information to parents on nutrition education, the benefits of physical activity, and specific information on children's health including Body Mass Index (BMI); offers healthy options for food or beverages at school fund raisers, school sponsored events, and field trips; encourages parents and students to use food or beverages that meet the recommended nutrition standards for snacks, celebrations, and rewards; encourages teachers to use non-food incentives as rewards; when food is used, candy should not be included in the food choices; encourages schools to look for alternatives to discipline practices that deny student participation in recess or other physical activities or for classroom make-up time; provides and encourages daily periods of moderate to vigorous physical activity for all participants in the after-school enrichment program; promotes the school goal of at least ten minutes for breakfast and at least twenty minutes for lunch from the time the students receive their food.

With regard to nutrition guidelines for all foods available on campus during the school day, the District: provides through the food service program -an affordable access for all students to the varied and nutritious foods they need to be healthy and to learn well; sells and serves food and beverages to students meets the nutritional recommendation of the current United States Department of Agriculture (USDA) Dietary Guidelines for Americans; serves to students all available foods that promote student health and well-being; prepares and distributes - through the food service division - to staff, parents, and after-school program personnel a list of snack items that comply with the current USDA Dietary Guidelines for Americans; that follows the American Beverage Association (ABA) guidelines for beverages; and follows the District Packaged Snack Nutrition Standards of: limits calories to 250; limits fat to thirty-five percent of total calories (excluding nuts and seeds); limits saturated fat to no more than ten percent of total calories; limits sugars, excluding fruits and vegetables, to thirty-five percent of weight; Limits sodium to 250 mg Eliminates trans fats. The Board reviews this policy every year.

Pillar III: Effective Environmental and Sustainability Education

Provide examples of interdisciplinary learning about the relationships between dynamic environmental, energy and human systems. Examples may include innovative environmental and sustainability curriculum (instruction and assessment); district environmental education programs and opportunities; career pathways; professional development for faculty and staff; and extra-curricular activities.

For over 60 years students, teachers and parents from Alachua County have had the opportunity to learn in a "classroom without walls." Camp Crystal Lake, affectionately known as CCL, was established in 1948 as a traditional residential summer camp for the children of Alachua County. CCL continues to serve the children of Alachua County through its Outdoor Education program during the school year and its widely popular summer camp, which is open to children from all areas, during the months of June, July and August. The camp's beautiful, rustic facilities are also available to rent on weekends from September through April. CCL is located in Clay County, Florida, five miles North of Keystone Heights and 29 miles Northeast of Gainesville. Situated on a sprawling 140 acres, the camp with its three lakes was originally part of the Keystone Army Air Corps Base. In 1947, upon the recommendation by Superintendent Howard W. Bishop, the School Board of Alachua County purchased the base from the United States Government for one dollar. Today, the American Camp Association (ACA) regards Camp Crystal as one of the best camps in the Southeast. All students in our elementary schools in grades 2 and 5 are scheduled to attend as part of our environmental curriculum. <http://campcrystal.com/school-year/>

It is our goal to create an experiential environment wherein students are able to develop an appreciation, knowledge and understanding of North Central Florida's ecosystems. Students will also have the opportunity to experience community learning and team building. Second grade classes will participate in some of the following activities while at day classes: scavenger hunt, ecosystem hike, and hayride, a visit to CCL museum to learn about animal habitats, adaptations and taxidermy. Fifth grade classes attend for three days and two nights doing hands-on science lessons, archery or swimming, team building, ecosystems and night hikes.

We have implemented a district-wide STEAM Robotics program in partnership with local community businesses and a grant from NASA. All students in grades 5, 8, and high school will have an opportunity to gain hands-on experience building their own team machines. There was an intensive two week introductory hands-on workshop followed by monthly professional learning workshops to continue to provide professional development and support for teachers. Robotics competitions are underway.

Demonstrate how your district uses the environment and sustainability as a context for learning science, technology, engineering and mathematics content, knowledge and thinking skills.

Newberry Elementary students achieved statewide recognition in The Florida Solar Energy Center EnergyWhiz Olympics. They first competed and won at the regional North Florida EnergyWhiz Expo Competition by cooking and presenting food they grew in their own school gardens! The event featured an Alachua County Commissioner reading a Proclamation, Junior Solar Sprint Cars racing competition and a Solar Energy Cooking Competition while incorporating the following ACPS goals and objectives:

GOAL 1G: To ensure an educational environment where all students have optimal conditions for learning and increase student participation in STEM programs 10% by 2015. Creating EnergyWhiz Expo event created "STEM "a local buzz word through the community.

GOAL 4: To ensure an environment that promotes and fosters up-to-date technology resources for staff and students. The district provided a solar energy kit purchased from the Florida Solar Energy Center in conjunction with a one-day workshop about solar energy to every school in the county. This provided training for one teacher from each of our 42 schools to enable access to current instructional technology resources, which met 4B implement technology protocols that ensured equitable distribution of technology resources to all schools while supporting STEM and Common Core standards by having "hands on" solar training centers accessible in each school. Program has potential to expand into STEM other areas.

GOAL 6: To ensure conditions that prioritizes family and community stakeholders' engagement and involvement in the educational process.

- a. The district will increase the number of adults mentoring students by 20%.
- c. The district will increase parent/guardian engagement in their student's education by 20%.
- d. The district will increase 'user friendly' technology delivery options that diminish the technology gap among students and their families.
- e. The district will increase communication opportunities for stakeholders' engagement on educational issues that have or will have districtwide impact.

North Florida EnergyWhiz Expo program at:

http://www.sbac.edu/pages/ACPS/Departments_Programs/DepartmentsAF/D_thru_F/FacilitiesMainCo_nstr/Energy_Conservation/ENERGYWHIZ_EXPO

The path to getting there started in 2003 with a partnership project between the City of Gainesville and School Board of Alachua County which included installation of two ground mounted 1.8 kW Photovoltaic (PV) arrays at 2 middle school locations and some solar energy curriculum provided by the Florida Solar Energy Center.

ACPS now has 21 school sites with more than 2 Megawatts of PV installed, ranging from 5kW to 209kW systems. These projects will assist ACPS in obtaining EISA of 2007's goal of 100% net-zero buildings by 2050. See slides 44 to end of presentation at this link:

http://www1.eere.energy.gov/buildings/betterbuildings/summit/documents/presentations/highimpact/Getting_to_Zero_The_How_and_Why_of_Net_Zero_Energy_Buildings_Thurs_Columbia4_330PM.pdf

Describe how your district promotes civic/community engagement projects integrating environmental and sustainability topics (green technologies, career pathways, civic skills, community partnerships).

The Florida Department of Education presents the Golden and Silver School Awards to recognize exemplary programs, which promote parent and community involvement in education. ACPS had 22,600 volunteers which contributed 760,000 hours. Forty-three Alachua County schools received the State of Florida Golden School Award for outstanding community involvement.

A. Quinn Jones qualified as a "Five-Star School" for exemplary community involvement. Approximately 550 college mentors were paired with at-risk students in 20 schools, serving as positive role models and encouraging friends.

The Community Resource Volunteer Program provided more than 1,862 enrichment programs in classrooms throughout the school district. More than 1,000 volunteers served as mentors. Over 5,000 college students were placed as volunteers in public schools, working one-on-one with children needing individual help.

The Commissioner's Business Recognition Awards are awarded annually to worthy business partners for their commitment to improving the academic performance of Florida's public school students and for their outstanding public service.

This year was the 26th year of these awards, and the first recipient, Food4Kids, is a volunteer group that serves families in Alachua County. This group serves more than 365 children from 186 families in Alachua County each weekend by providing them with a backpack of food to take home. These families selected by the school as truly needing additional support are also given boxes of food for winter and spring breaks, and more food for the summer. They host volunteer groups from around the county to collect food and donations and then to put together the varied backpacks for each family. Without Food4Kids support, these families would experience food insecurity. In addition, this group partners with our schools and the community to pack more than 800 boxes of food for the families they serve and more for the winter break food box project.

The second recipient for Alachua County is Invivo, a company that has continuously supported science education in public schools. They have been one of the largest donors to the science fair for the last five years and this past year their donation was taken to a new level by hosting a corporate giving challenge amongst their employees, which tripled their annual gift. The head of their Gainesville office serves on the community advisory board for the regional science fair which helps involve new groups, businesses and community organizations in becoming judges, helping mentor students in science and to provide funding for regional, state and international science fairs. Invivo has also been a major player in helping to open a children's' science museum in our community and has been supportive of their programming in schools.

ACPS connects the community and elementary school classrooms. The following are just some of the many FREE programs to our schools available through the ACPS Speakers Bureau!

ANIMALS	Finance	India	Anger Management	Incan/Mayan Cultures
Alligators	Fire Rescue/EMT	Ireland	Birth Control	Kwanzaa
Animal Cruelty	Floral Arranging	Italy	Blood System	Middle Ages
Bats	Forensics	Japan	Brain Safety	Native American History
Bears	Forestry	Kenya	Cancer	Paynes Prairie History
Bees/Beekeeping	Golf Related	Korea	CPR	Renaissance
Birds	Government	Latin America	Child Abuse	Revolutionary War
Dogs	Graphic Design	Mexico	Child Care	Shakespeare
Endangered Species	Hair Stylist	The Netherlands	Chiropractic	Veteran's Day
Fish	Health & Fitness	Puerto Rico	Conflict Mediation	World Religions
Horses/Cracker Horses	Horticulture	Russia	Crisis Intervention	World War II
Insects/Butterflies	Hospitality	Saudi Arabia	Dental Health	SCIENCE
Mammals	Hotel Management	Spain	Divorce	Astronomy/Space
Manatees	Insurance	Trinidad & Tobago	Domestic Violence	Biology
Marine Life	Interior Design	Uganda	Driving Safety	Biotechnology
Pet Care	Job Interviews	Venezuela	Drug Abuse Prevention	Botany
Reptiles/Amphibians	Journalism	ENVIRONMENT	Family Planning	Chemistry
Snakes	Law Enforcement	Alternative Energy	First Aid	Earthquakes
Turtles/Land & Sea	Marketing	Carbon Footprint	Fitness & Health	Engineering
Veterinary Medicine	Massage Therapist	Climate Change	Food Safety	Entomology
Wildlife	Medical Related	Composting/Recycling	Genetics	Forms of Energy
ART	Meteorology	Conservation/Soil/Water	Handicap Awareness	Genetics
African American Art	Military	Environmental Science	Homelessness	Geography
Arts & Crafts	Nursing	Hydroponic Gardening	Mental Health	Geology/Rocks
Calligraphy	Park Ranger	Natural Resources	Motivation	Hurricanes
Folk Art	Pharmacist	Pollution	Neuroscience	Oceanography
Painting	Physical Therapist	Solar Energy	Nutrition	Physics
Photography	Physician	Waste Management	Parenting	Robotics
Pottery	Pilot/Plane/Helicopter	Water Quality	Pharmacy	Rockets/Rocketry
Quilting	Plumber	Water Resources	Physical Therapy	Solids/Liquids/Gases
Watercolors	Postal Worker	GOVERNMENT/LAW	Poison Prevention	Weather
Weaving	Radio	Censorship	Prosthetics	Volcanoes
CAREERS	Real Estate	City Government	Rape Awareness	Zoology
Accounting	Scientist	Community Leadership	Red Cross	SPECIAL INTEREST
Advertising	Small Business Owner	County Government	Runaway Prevention	Archery
Agriculture	Television	Crime/Consequences	Safety/Safe Place	Athletics
Architecture	Truck Driver	Death Penalty	Sexually Transmitted Disease	Cake Decorating

Artist	Veterinary Medicine	Debate/Speech	Sign Language	Catering
Attorney/Legal	Video Production	Discrimination	Smoking Hazards	Chess
Author	Welder	Elections Process	Sports Medicine	Clogging
Automotive	COUNTRIES/REGIONS	Fire Rescue/Safety	Stress Management	Clowning
Baker	Afghanistan	Forensics	Suicide Prevention	Dance
Banking	Africa	Juveniles & the Law	Teenage Pregnancy	Drama
Broadcasting	Amazon River	Law Enforcement	Women's Health	Fiddle Playing
Bus Driver	Argentina	Patriotism	HISTORY/CULTURE	Folk Music
Business	Asia	Police/K-9 Dogs	African American History	Guitar
Career Counseling	Brazil	Politics	Alachua County History	Magician
Carpentry	Canada	Post Office	Archaeology	Martial Arts
Chef/Culinary Arts	China	Public Library	Cartography/Maps	Music
Chiropractic	Colombia	Search & Rescue Dogs	Civil War	Photography
Computers	Costa Rica	Teen Court	Colonial U.S. History	Poetry
Construction	Cuba	U.S. Constitution	Dudley Farm	Spinning Wool
Counselor	Czech/Slovak Republics	U.S. Flag	Fascism	Sports
Dental Health	Ecuador	Utilities/Electric, Gas	Florida History	Storytelling
Department Store	England	Voting/Registration	Holidays/International	Theatre Arts
Education	European Union	HEALTH/HUMAN SERVICE	Holocaust	
Electrician	Egypt	Acupuncture	Islamic/Arab Culture	
Engineering	France	AIDS/HIV	Japanese Tea Ceremony	
Farming	Germany	Anatomy	Jewish History	